

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## COURSE OUTLINE

<b>COURSE TITLE:</b>	<b>Park Interpretation</b>		
<b>CODE NO. :</b>	<b>NRT 212-3</b>	<b>SEMESTER:</b>	<b>3</b>
<b>PROGRAM:</b>	<b>ADVENTURE RECREATION AND PARKS, FIELD NATURALIST, PARK OPERATION SKILLS</b>		
<b>AUTHOR:</b>	<b>Don Hall/Conor Mihell</b>		
<b>DATE:</b>	<b>Sept 2010</b>	<b>PREVIOUS OUTLINE DATED:</b>	<b>May 2009</b>
<b>APPROVED:</b>	<b>"B. Punch"</b>		
	<hr/>		<b>DATE</b>
	<b>Chair</b>		
<b>TOTAL CREDITS:</b>	<b>3</b>		
<b>PREREQUISITE(S):</b>	<b>None</b>		
<b>HOURS/WEEK:</b>	<b>3</b>		

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Natural Environment and Outdoor Studies*

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**I. COURSE DESCRIPTION:**

This hands-on course will provide students with the skills and knowledge required by front-line park interpreters and interpretive guides working in the ecotourism industry. Oral communication skills are stressed, as are skills in the use of computers and other related hardware. Students will experience natural heritage and technology interpretation first-hand in preparation for creating and delivering a full-scale 1.5-hour group presentation at Parks Canada's Sault Canal National Historic Site, and creating a multi-media interpretive eco-guide for outdoor adventurers.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Discuss the meaning of the term "park interpretation," and the role of interpretation in park settings.

Potential Elements of the Performance:

- Define heritage interpretation
- Describe how interpretation works in the field
- Describe two interpretation models used by interpreters
- recognize three reasons why agencies and individuals do interpretation

2. Plan and deliver an effective interpretive presentation, combining oral communication with other media.

Potential Elements of the Performance:

- Identify the audience
- Write a clear, concise theme statement
- Research the theme
- Use brainstorming, or other means to find a fresh, creative approach to the theme
- Structure the presentation
- Set the stage for the presentation, including appropriate dress and demeanor
- Deliver the presentation in a clear, confident, professional manner.

3. Develop and deliver a 1.5 hour interpretive program designed specifically for children, and work with the public in a professional, confident manner.

Potential Elements of the Performance:

- Identify the audience
  - Write a clear, concise theme statement
  - Search appropriate sources for games or other activities suited to the audience
  - Deliver as part of a group, a one to two hour presentation to school-aged children at the sault canal
4. Achieve National Heritage Interpreter Certification through the Canadian Tourism Human Resource Council (optional, at extra cost).

Potential Elements of the Performance:

- Read and understand the occupational standards set out in the “Heritage Interpreter’s Participant Workbook”
  - Demonstrate a high level of competency in the preparation and delivery of interpretive programs.
  - Successfully complete the Heritage Interpreter National Certification Test
5. Research, design and prepare a multi-media “eco-guide” for self-guided adventure travelers or ecotourists at a specific natural or historic site.

Potential Elements of the Performance:

- Choose an appropriate topic and theme
- Storyboard an effective and creative final product for a mature (i.e. adult) audience
- Use text, graphics and charts to create an effective product that engages the audience and encourages a heightened sense of awareness (environmental, historical, etc.)

**III. TOPICS:**

1. Interpretation: Magic or Method?
2. Communication: A Meeting of Minds
3. Resourceful Relationships: Knowing Your Topic
4. Choosing and Using Interpretive Tools
5. The Holistic Approach: Planning Your Program
6. Program Presentation: Delivering the Goods
7. Program Evaluation: Did it Work
8. Being a Professional: The Whole Job
9. Interpretation for children
10. Cross-cultural Awareness
11. Storytelling

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. In partnership with Parks Canada, copies of the Heritage Interpreter Participant Workbook will be made available for borrowing. No other text books are required.
2. Students may find it necessary to supply inexpensive props and other materials in support of their interpretive presentations

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Lake Superior Provincial Park Assignment	5%
Job Shadowing Report	10%
Quiz #1	5%
Quiz #2	10%
Children's Presentation Planning	10%
Children's Presentation Delivery	30%
Multi-media Eco-guide	20%
Final Test	10%

\* See Assignments and Late Policy (below) for a description of due date rules.

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	

F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Borrowing Textbooks:

The text for the course is:

Canadian Tourism Human Resource Council. 1998. *Heritage Interpreter Participant Workbook*. Canadian Tourism Human Resource Council. Ottawa, Ontario. 232 pp.

Parks Canada has generously donated a set of 10 books for student use. Textbooks will be signed out early in the semester, and must be returned in good condition. Failure to return a textbook at the end of the semester will result in the student being charged the replacement value.

Depending on class size, most students will be required to share a textbook with a classmate.

Students wishing to order their own textbook should contact emerit at [www.emerit.ca](http://www.emerit.ca) or 1 800 486 9158

Oral Presentations:

All oral presentations are a mandatory component of this course. Students who fail to show up and deliver one scheduled presentation will lose the marks posted for the assignment. Any subsequent presentations missed by the student will result in an automatic failure of the course, and the assignment of an "F" grade.

Assignments and Late Policy:

Assignments are expected to be handed in on their due dates. Failure to hand in assignments on time (without appropriate medical, etc. documentation) will result in the deduction of 10% per day late.

Substitute course information is available in the Registrar's office.